



Prosocial Behavior in Adolescents: in Terms of Peer Social Support and Self Concept and Gender

I Gusti Ayu Agung Noviekayati¹, Amherstia Pasca Rina², Abizah Ardeillia³

^{1, 2, 3} Faculty of Psychology, University of 17 Agustus 1945, Surabaya, Indonesia

*Corresponding Author: I.G.A.A Noviekayati Email: noviekayati@untag-sby.ac.id

ABSTRACT

Prosocial behavior especially the behavior of helping, sharing, donating, cooperation and honesty are indicated to decrease along with the rise of technological advances. This study aims to examine the relationship between peer social support, self-concept on adolescent prosocial behavior and gender with adolescent prosocial behavior. The population in this study were all 129 students of SMP X in Sidoarjo grades 7 and 8. Data analysis used is multiple regression analysis and t test. The results of this study stated that there was a very significant relationship between peer social support and self-concept with prosocial behavior ($F = 60.767$; $p = 0.000$ ($p < 0.01$)). Partially there was a very significant relationship between peer social support and prosocial behavior ($t = 4.784$; $p = 0.000$ ($p < 0.01$)). And there is a very significant relationship between self-concept and prosocial behavior ($t = 5.068$; $p = 0.000$ ($p < 0.01$)). There is no significant difference between male and female gender on prosocial behavior ($t = -0.968$; $p = 0.335$ ($p > 0.05$)). The implications of this study can be improved students' prosocial behavior through charity activities in various communities.

Keywords: Gender; Peer Social Support ; Prosocial Behavior ; Self Concept

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INTRODUCTION

In the current era of globalization, incoming technological developments such as the development of gadgets affect individualistic attitudes of individuals. Prosocial behavior especially the behavior of helping, sharing, giving, cooperation and honesty is indicated to be decreasing since the rise of technological advances, one of which can make teenagers as individuals who are less concerned about the environment and other people. According to a report from the Charity Aid Foundation (2018), there was a significant decrease in the number of people reporting money donations to charities worldwide in 2017. In that year, Indonesia recorded a notable achievement by being ranked first in the world in the World Giving Index (WGI) - an index that measures the prosocial behavior of global society - with an index of 59 percent. In research by Hamidah (in Lestari & Partini, 2015), it was found that there were signs of a decrease in prosocial behavior manifested through a decrease in the level of social concern and sensitivity to other people and the environment in seven regions in East Java.

According to Sears, et al (2001) that prosocial behavior refers to actions taken to provide assistance to others without expecting any imbalance. When individuals enter adolescence, it is important for them to be able to adjust to the beliefs, values, and rules that surround them so that they can behave according to the expectations of the social environment they occupy. Santrock (2003), said that adolescence generally begins around the age of 10 to 13 years and ends between the ages of 18 to 22 years. The adolescent stage is a short but challenging phase in human development. Changes that

occur in adolescents have a strong connection with the important role of school. The transition from primary school to junior high school brings common experiences and requires adjustment and adaptation processes at the individual level.

The results of the author's survey on March 8-9 2023 which involved 63 junior high school students as a sample, showed that 5% of students were at a very low level of prosocial behavior, 27% of students were at a low level of prosocial behavior, as many as 49% of students had moderate prosocial behavior, and 16% of students showed high prosocial behavior and 3% of students showed very high levels of prosocial behavior. Through interviews with counseling teachers and surveys aimed at describing prosocial behavior, it was found that most students only want to help each other only to close friends. There is also evidence of a lack of empathy for students who are having difficulties, such as when students witness one of their friends falling in public, instead of providing assistance, they actually reward the student. Nearly 80% tend to choose to remain silent and students do not ask questions if individuals do not understand the information conveyed by the teacher during the teaching and learning process, the explanation given by the teacher during the learning activity, the explanation conveyed by the teacher while teaching. It can be concluded that there is still low prosocial behavior in adolescents. According to Eisenberg and Mussen (1989), prosocial behavior refers to intentional behavior that aims to help or provide benefits for individuals or groups of individuals. The prosocial aspects are: sharing, helping, giving, cooperation, and honesty.

External factors that influence individual prosocial behavior is social support. According to Sarafino & Smith (2011), social support from peers can be in the form of instrumental support, emotional support, informational support, and friendship support. These four types of support generally aim to provide comfort to someone so that they feel accepted, loved, cared for, and valued. Research conducted by Wulandari (2015) shows that the contribution of social support from peers to prosocial behavior reaches 9.6%, because adolescents believe that their friends can better understand their desires, including in prosocial behavior. Therefore, it is important to increase peer social support to encourage the development of prosocial behavior in adolescents. Social support provided by peers and the surrounding environment will have a positive impact on adolescents' prosocial behavior when living their daily lives.

Internal factors that influence the emergence of prosocial behavior is self-concept. Self-concept is the image and attitude that an individual has towards himself that plays a role in shaping individual behavior (Mahaardhika, 2018). Research by Masela (2019) states that someone with a positive self-concept tends to have better prosocial behavior, while individuals with a negative self-concept usually face difficulties in prosocial adaptation. Therefore, it is important to pay attention to self-concept when engaging in prosocial behavior.

Everyone has the possibility to show prosocial behavior or vice versa, regardless of gender differences, so that every individual has the same opportunity to show prosocial behavior. However, in reality, gender differences can also affect a person's tendency to show prosocial behavior. Based on research findings conducted by Becker & Eagly (2004), of a total of 8,706 recipients of citizen awards who voluntarily save others at the expense of personal safety, only 9% of the recipients of the award are women. However, a different study conducted by Eisenberg, Cialdini, McCreath, & Shell (1987) showed that girls are more likely to readily provide assistance than boys. Therefore, the results of this study indicate that gender differences can affect individual prosocial behavior.

Based on the description above, the purpose of this study was to examine the relationship between peer social support and self-concept with prosocial behavior in adolescents, to examine the relationship between peer social support and prosocial behavior, to examine the relationship between



self-concept and prosocial behavior and to test whether there are differences in prosocial behavior in terms of gender.

METHOD

Research Design

This study uses a quantitative correlational design to identify variables that have a relationship and make changes to other variables. The variables in this study were divided into 4 categories: 1) predictor variables, with peer social support as (X1) and self-concept as (X2) and gender (X3); 2) the dependent variable, with prosocial behavior as Y.

Participants

This study uses a quantitative design with correlational methods. A total of 129 students of SMP X in Sidoarjo grades 7 and 8 were involved in this study. The sampling technique used is a population study, namely research involving all elements in the study population (Arikunto, 2006). In collecting data in this study, the authors visited SMP X in Sidoarjo and shared the scale link on the Google Form via the cell phones of each class leader and counseling teacher. The majority of respondents were male (52.7%) and female (47.4%). As many as 5.4% are 12 years old, 49.6% of students are 13 years old, and 44.9% are 14 years old.

Instrument

The variables in this study are divided into two, namely the dependent variable (Y) and the predictor (X). Prosocial behavior is the dependent variable in this study, while peer social support (X1), self-concept (X2), and gender (X3) are predictor variables. The author uses a social behavior scale based on Mussen's theory (2002) which includes the item, "I like to share experiences with my friends". The measuring instrument consists of 40 items with a scale of 1-5 from the answer choices Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. There are 8 invalid items on the social behavior scale and reliability is at a score of 0.902.

The measuring tool used to determine peer social support is a scale created by the author on the basis of Sarafino (2011) which contains 32 items. One of the items covered was "When I was sick, my friends visited me". In testing the validity there are 2 items that are not valid and the reliability score is 0.922. Meanwhile, to measure self-concept, the writer uses the basic theory of Berzonsky (1981) with a total of 32 items covering "I take good care of my personal appearance". The validity of the test results contained 2 invalid items and the reliability score was at 0.900.

Research procedure

Research data collection used instruments in the form of a questionnaire on a scale of prosocial behavior, a scale of peer social support and a scale of self-concept. The way participants participate in this study is by filling out the online Google form that the authors share. Data in Google Forms includes informed consent, personal identity, prosocial behavior scale, peer social support scale and self-concept scale. Participants are given the freedom to answer several statements based on their experience, so there are no right or wrong answers.

Data Analysis Techniques

The data in this study were tested using classical assumptions, namely the normality test, linearity test, multicollinearity test, and heteroscedasticity test before testing the hypothesis. The hypothesis test in this study uses multiple linear regression analysis techniques, which are analytical models that aim to answer the problem formulation and test the hypotheses that have been formulated previously (Sugiyono, 2019). As for knowing the difference between the behavior of prosocial male students and the prosocial behavior of women done using the t test.

RESULT

Following are the results of conducting an analysis using SPSS version 21 after collecting data, conducting item validity tests, reliability tests, and prerequisite tests (distribution normality test, relationship linearity test, multicollinearity test, and heteroscedasticity test) in preparation for data analysis. In this study the hypothesis was tested using multiple regression analysis. Here's a summary of the results:

Assumption Test

Table 1 Normality Test Results

Variable	Kolmogorov-Smirnor	Sig	Distribution
Prosocial Behavior	0,616	0,842	Normal

The results of the normality test as presented in table 1 show a significance of $p = 0.842$ ($p > 0.05$), which means that the data is normally distributed.

Table 2 Linearity Test Results

Variable Y	Variable X	N	Linearity	Information
Prosocial Behavior	Peer Social Support	129	0,000	Linear
	Self Concept	129	0,000	Linear

The relationship linearity test aims to see the direction of the relationship between peer social support variables and prosocial behavior and self-concept with prosocial behavior, each obtained a linearity value of 0.000 less than 0.05, which means the direction of the relationship is linear, see table 2.

Table 3 Multicollinearity Test Results

Variable	Collinearity Statistics		
	Tolerance	VIF	Information
Peer Social Support – Self Concept	0,639	1,564	Multicollinearity Does Not Occur

In the multicollinearity test between the variables X1 (Peer Social Support) and X2 (Self-Concept), it was found that the tolerance value = $0.639 > 0.10$ and the VIF value = $1.564 < 10.00$. This shows that there is no multicollinearity or intercorrelation between variables X1 (Peer Social Support) and X2 (Self-Concept)



Table 4 Heteroscedasticity Test Results

Variable	N	Sig	Information
Dukungan Sosial Teman Sebaya	129	0,368	There is no Heteroscedasticity
Konsep Diri	129	0,492	There is no Heteroscedasticity

The results of the Heteroscedasticity test between the variables of peer social support and ABS_RES obtained a significance of 0.368 ($p > 0.05$) meaning that there was no difference in model variation or Heteroscedasticity. While the results of the Heteroscedasticity test between self-concept variables and ABS_RES obtained a significance of 0.492 ($p > 0.05$) meaning that there is no difference in model variation or Heteroscedasticity.

Hypothesis Testing

Table 5 Simultan Test Results

Model	Sum of Squares	df	R Square	F	Sig.
Regression	14824,072	2	0,491	60,767	0,000
Residual	15368,735	126			
Total	30192,806	128			

The results of the research hypothesis test using multiple regression with the help of the SPSS version 21 for Windows program obtained a score of $F = 60.767$ with a significance of 0.000 ($p < 0.01$) which means that simultaneously peer social support (X1) and self-concept (X2) have an influence towards prosocial behavior (Y). Thus, it can be concluded that the first hypothesis in this study is accepted. The R square is used to determine the effective contribution of peer social support and self-concept variables to prosocial behavior, which is 0.491 or 49.1%.

Table 6 Partial Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	76.555	7.654		10,003	0,000
Peer Social Support	0,350	0,073	0,380	4,784	0,000
Self Concept	0,365	0,072	0,403	5,068	0,000

The results of the second hypothesis test partially show a t score of 4.784 with a significance of 0.000, which means that the significance value is less than 0.01 ($p < 0.01$). From this it can be concluded that there is a significant positive correlation between peer social support and prosocial behavior.

The results of the third hypothesis test partially show a t score of 5.068 with a significance of 0.000, which means that the significance value is also less than 0.01 ($p < 0.01$). This shows that there is a significant positive correlation between self-concept and prosocial behavior.

Table 7 Gender T-test Results

Variable	t	Sig.
Gander	-0,968	0,335

The results of the fourth hypothesis test using the T-test obtained $t = -0.968$ and $p = 0.335$ ($p > 0.05$) meaning that there is no significant difference between male and female gender on prosocial behavior in adolescents.

DISCUSSION

The results of the first hypothesis test obtained a score of $F = 60.767$ with $p = 0.000$ ($p < 0.01$) which indicates a positive and very significant relationship between peer social support and self-concept with prosocial behavior. Thus, the first hypothesis in this study which states that there is a relationship between peer social support and self-concept with prosocial behavior in adolescents can be accepted. Adolescents who receive social support from their peers and have a positive self-concept tend to show prosocial behaviors such as sharing, helping, giving, being honest, and working together. When students get informational support from peers in the form of school information from friends and individuals believe they can participate in activities that are informed, then these adolescents can bring out their prosocial behavior such as empathetic behavior by understanding people well. In addition, emotional support in the form of students' concern for their friends will make students feel comfortable, loved, and cared for and students who have good social skills will create the formation of prosocial behavior such as helping each other.

The results of testing the second hypothesis individually between peer social support and prosocial behavior, obtained a score of $t = 4.784$ with a significance level of 0.000 ($p < 0.01$). It can be seen that there is a very significant positive correlation between the variables of social support from peers and the variables of prosocial behavior. This can be interpreted that the higher the level of social support received by students from peers, the higher the level of prosocial behavior that appears in students. This shows that students who receive social support from their peers have a tendency to show prosocial behavior. Thus, it can be concluded that peer social support contributes to prosocial behavior in students. This finding is in line with research conducted by Ratnasari & Pribadi (2019), which stated that social support from peers and the surrounding environment has a positive influence on adolescents' prosocial behavior in living life.

The role of social support, peer support really has a big impact on students to carry out prosocial behavior. Because with this support, getting support from the social or community environment will make individuals feel accepted by their environment. Baron and Bryne (in Pratiwi, 2018) explain that if teenagers have an empathetic spirit in themselves, they will better understand other people's feelings and the suffering of others. This study supports the findings by Wulandari (2015), which shows that social support from peers has a role in prosocial behavior. This finding reinforces the important role of social support from peers in the lives of adolescents, because adolescents feel that their friends understand their desires better, including in the context of prosocial behavior.

Based on the results of testing the third hypothesis individually between self-concept and prosocial behavior, a score of $t = 5.068$ was obtained with a significance level of 0.000 ($p < 0.01$). This shows that there is a very significant positive relationship between self-concept and prosocial behavior. In this context, the higher the level of self-concept possessed by students, the higher the prosocial behavior, and conversely, the lower the level of self-concept students, the lower the prosocial behavior.



The results of this study are also consistent with research conducted by Mahaardhika (2019), which states that individuals with good self-concept tend to have a positive influence on prosocial behavior.

In this study, the research subjects were junior high school students who were experiencing the early adolescent phase. This phase is a period of transition from childhood to adulthood, involving biological and cognitive changes. Students who have a positive self-concept are more likely to show good prosocial behavior. This finding is in line with Darmawan's research (2015), which shows that adolescents who have a positive self-concept have a strong understanding of themselves, so they can easily form relationships with the people around them and increase their understanding of themselves. According to Gunarsa (1983), individuals with a high level of self-concept tend to build social relationships more easily than individuals who have a low self-concept.

The fourth hypothesis regarding differences in prosocial behavior in terms of gender using the T-test obtained $t = -0.968$ and $p = 0.335$ ($p > 0.05$) meaning that there is no significant difference between male and female gender on prosocial behavior in adolescents. This means that both male and female students have the opportunity to show their prosocial behavior. It is possible that gender differences do not have a significant impact on students' prosocial behavior at SMP X. The results of several studies show that women tend to exhibit more prosocial behavior than men, although the difference is not so significant. A common gender stereotype is that women are more altruistic, so they tend to show more prosocial behavior than men (Eisenberg & Mussen, 1989). Differences in prosocial behavior between women and men will continue to develop and increase with age and cognitive development. According to Eisenberg & Fabes (1998), the differences between girls and boys in childhood are only slight, but these differences become more significant in adolescence.

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This research has benefits in the development of the field of psychology, especially in the focus of educational psychology. Researchers realize that there are still deficiencies, but this will be an evaluation in future research on prosocial behavior. The researcher thanks the students who have participated for their willingness to support this research. All funds used for the purposes of this research are privately owned funds without the interference of other parties. Researchers also thank the support that has been given. It is the hope of the researchers that this discovery can provide benefits to the readers.

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